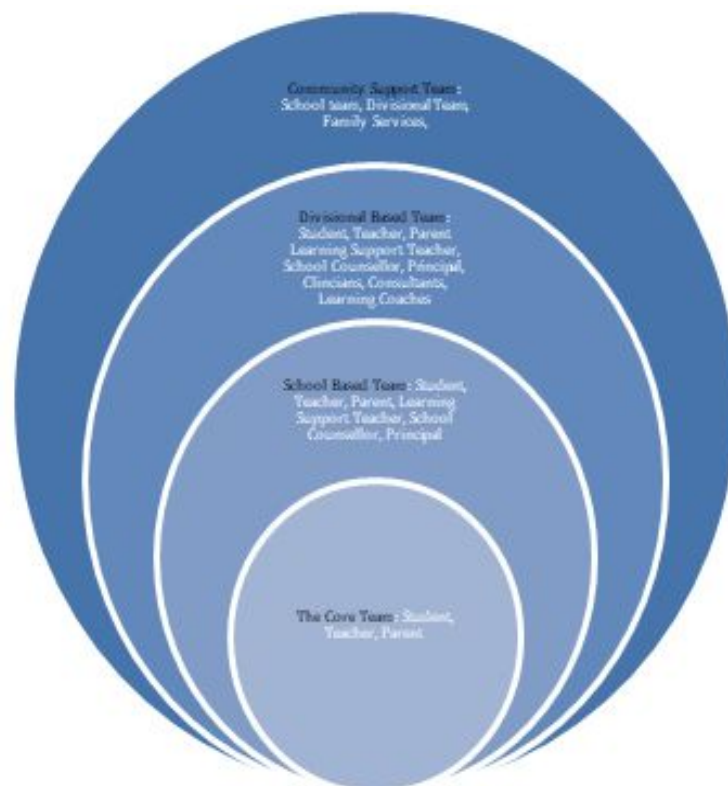


CONTINUUM OF SERVICES FOR STUDENTS WITH ADDITIONAL LEARNING SUPPORT NEEDS

The Hanover School Division recognizes the importance of promoting inclusive schools where all students are provided the support and opportunities to become participating members of their school communities.

Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, experience acceptance and belonging, and enjoy all the benefits of citizenship.



This Continuum of Services framework is intended to assist our families in their understanding of the different levels of support and services available as school teams plan for the success of all students.

Hanover School Division Student Services believe:

- All students benefit from an appropriate educational program in the context of an inclusive school setting.
- All students can learn, in different ways and different rates, with individual strengths and abilities.
- All students want to be accepted, feel a sense of belonging, and are valued.
- All students come from rich diverse backgrounds; and want their differences acknowledged and respected.

Manitoba Education, Philosophy of Inclusion.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides the meaningful involvement and equal access to the benefits of citizenship.

In keeping with Manitoba Education, Hanover School Division is committed to providing all students with appropriate educational programming that supports inclusion and participation in the academic and social life of the school.



CONTINUUM OF SERVICES FRAMEWORK

The Continuum of Services Framework outlines the supports available to students. The framework identifies the personnel, assessments, and the types and levels of supports required to develop appropriate educational programming for all students.

Central to all educational programming is the **student**. All programming begins in the classroom with the Manitoba curricula and expands outward to include increasing levels of support, different assessments by different practitioners and personnel.

SUPPORTS FOR APPROPRIATE EDUCATIONAL PROGRAMMING

Supports are available to all students to enable inclusion and learning success in our schools and in the larger community. Supports increase in intensity and complexity as a student's needs expand beyond the classroom. Learning supports begin in the classroom, extend to include the school based staff and divisional based team, and extend into community and provincial support agencies, such as community assisted living and supported employment.

PROFESSIONAL COLLABORATORS FOR APPROPRIATE EDUCATIONAL PROGRAMMING

A student's educational team may include many layers of professional support. Hanover School Division has qualified professionals to provide instruction, consultation, collaboration, and assessment to support student learning and educational programming. These professionals include classroom teachers, learning support teachers, school counsellors, principals, clinicians, learning/curriculum specialists and consultants. Collaborations among all partners, including parents, assist in the development of appropriate educational programming and Student Specific Plans. Schools can further access consultants from Manitoba Education to support students with exceptional needs, such as students who are deaf or hearing impaired and students who are blind or visually impaired. Community service providers, including public health and mental health workers, child welfare and protection workers, children's disability workers, and community living support workers, may also be part of a student's educational team.

Assessment is ongoing and occurs at every level of the continuum. Student assessment begins with the curriculum. How can a student meet or approximate the learning outcomes of the provincial curricula? What are the best instructional practices, adaptations, assessment tools, materials and resources required to support a student in his/her learning? Appropriate assessment should provide answers to these questions. Assessment may range from informal, such as classroom observations and reviewing work samples, to more formal written or oral tests with clear assessment criteria.

To determine the educational programming needs of each student, assessment begins with both formal and informal components by the classroom teacher. It may expand beyond the classroom to school based assessments from the Learning Support Teacher or School Counsellor.

Specialized student assessment may be provided by the Student Services clinical team. A principal will refer a student for a specialized assessment:

- if the student's teacher, learning support teacher, or school counsellor are unable to determine the factors contributing to the student's difficulty in meeting curricular outcomes; or,
- if differentiating instruction, adaptations to the learning process or product, alternatives to exhibit the learning, or accommodations to the environment are insufficient in assisting the student in meeting or approximating the curricula outcomes.

Specialized assessment from the divisional clinicians, e.g., speech language pathologists, occupational therapists, school psychologist, add another layer of assessment and recommendations for appropriate educational programming. The purpose of any assessment is to gain better understanding of the learning needs of a student in order to program appropriately for that student.

In the school setting, the primary principles of assessment are: **Assessment for Learning**, which provides data that facilitates the development of differentiated learning strategies, recognizing that students learn and apply their learning in diverse ways. **Assessment as Learning** focuses on the development of each student's capacity to monitor and control their learning. **Assessment of Learning** involves summative



evaluation of the information and skills that a student has acquired with respect to specific curricular outcomes or the student specific outcomes of a Student Specific Plan (SSP).

PROFESSIONAL COLLABORATORS FOR APPROPRIATE EDUCATIONAL PROGRAMMING

A student's educational team may include many layers of professional support. Hanover School Division has qualified professionals to provide instruction, consultation, collaboration, and assessment to support student learning and educational programming. These professionals include classroom teachers, learning support teachers, school counsellors, principals, clinicians, learning/curriculum specialists and consultants. Collaborations among all partners, including parents, assist in the development of appropriate educational programming and Student Specific Plans. Schools can further access consultants from Manitoba Education to support students with exceptional needs, such as students who are deaf or hearing impaired and students who are blind or visually impaired. Community service providers, including public health and mental health workers, child welfare and protection workers, children's disability workers, and community living support workers, may also be part of a student's educational team.

THE CORE TEAM - CLASSROOM SUPPORTS

Central to all educational programming is the **student**. The Core Team is made up of the student, the teacher and the parent. All programming begins in the classroom with the grade appropriate curricula. The classroom teacher determines, through formative and summative assessment, the strengths and challenges of each student to meet the curricular outcomes. The teacher uses differentiated instruction strategies, positive behaviour interventions, good classroom management skills, adaptations, accommodations and universal design strategies to establish a supportive learning environment for all students.

The classroom teacher is always an integral part of the educational planning for a student and in identifying a student's current academic and behavioural performance. It is the teacher's responsibility to become familiar with the learning needs of all his or her students. Appropriate educational programming considers a student's current level of performance. Determining current performance may involve reviewing work samples,

classroom observations, curriculum based assessments, test scores, reviewing pupil files, and communication with other teachers about effective classroom supports, routines, and strategies employed in the previous school year. Effective classroom behavior management and continuous communication with parents/guardians are also vital to student success.

When the classroom teacher determines that the best teaching and learning practices are insufficient in helping a student achieve curricular outcomes, additional supports are available through referral to and assessment by other educational professionals.

THE SCHOOL BASED SUPPORT TEAM

When learning challenges persist, despite the use of the best classroom instructional and behavior management strategies, it is necessary for the classroom teacher to request support from the school based support team. The school based support team is made up of school based personnel, such as the principal, the learning support teacher, literacy and numeracy support, and school counsellor. Following conversations with the parent or guardian, the classroom teacher enlists the support of the school based team. The school based team may review the pupil file, student history, or previous assessments to determine the need for further involvement of professional supports in the educational programming of the student. This additional support may include consultation with other educational professionals, further assessment by learning support teachers, co-teaching or direct intervention by school based staff. It may be determined by the school team that student specific outcomes, outside of the Manitoba Curriculum, should be developed in a Student Specific Plan (SSP).

Learning support teachers and schools counsellors may also administer informal or formal assessments, or provide individual or small group interventions, such as remediation, pre-teaching or re-teaching sessions for specific skill development. The school based team meets regularly to evaluate effectiveness of additional school based interventions and monitor learning progress.

The principal may designate a case manager and request the development of an SSP. The case manager, who is often the classroom teacher, is responsible for identifying the team, arranging regular student progress meetings, maintaining contact with and



reports to parents or guardians, collects data and information regarding achievement of student outcomes, coordinates services from other divisional supports or external agencies.

THE DIVISIONAL SUPPORT TEAM

In the event that a student's learning needs cannot be met by the school based support team or learning deficits need further specialized assessment, it may be necessary to enlist clinical support from Student Services. Hanover School Division employs a number of clinicians and specialists available to support student appropriate educational programming. Referrals for specialized assessments and interventions may be made to speech language pathologists, occupational therapists, school psychologists, social workers, and behaviour support teachers. The school based support team prioritizes needs among all the students and determines the type of specialized assessment and intervention needed. In consultation with the parent, a referral is made to Student Services.

With informed written consent of the parent or guardian, a clinician provides assessment, consultation, and programming recommendations to assist in determining the learning strengths, challenges and next steps of a student's educational program. After a specialized assessment, an SSP may be developed to meet the specific learning needs of the student, defining specific student outcomes and the strategies to achieve these outcomes. The SSP is reviewed during the regular report card cycle within the school year. The SSP is reviewed to monitor student progress or amend the student specific outcomes to meet the changing learning needs of the student.

The clinical services available through Hanover School Division are:

- **Speech Language Pathologists** provide a continuum of assessment and intervention services in the area of communication, language development and articulation.
- **Social workers** provide guidance and support to the student, school and family in the areas of social and emotional functioning, including parent support and student mental health and resiliency.
- **School psychologists** provide consultation, assessment and programming recommendations in the area of cognitive functioning and child and adolescent development in social, emotional and behavioural functioning.

- **Occupational Therapists** help students maintain, develop, improve and restore functions impaired or lost due to disability. Occupational Therapists assist students with self regulation of behaviour and mental health interventions. They also assist with classroom design to accommodate the sensory, mobility, or independence needs of students.
- **Physiotherapists** help students with physical disabilities that impair mobility or movement in the school classroom and school environment. They provide strategies for increasing independence through adaptive equipment and student specific interventions.
- **Behaviour Support Teachers** help schools with the development of a comprehensive continuum of behavioural interventions to improve student functioning in the inclusive classroom environment, such as positive behaviour intervention strategies for students with complex needs, students with disabilities and behavioural challenges.

MANITOBA EDUCATION CONSULTANTS AND SUPPORTS

A divisional support team may further expand by enlisting the supports and personnel available to schools through Manitoba Education, Inclusion Support Branch. Manitoba Education has professionals available to support schools in the development of appropriate educational programming for students with specialized needs. Consultants for Autism, Blind/Visually Impaired, and Deaf/Hard of Hearing are available through formal referral to the Inclusion Support Branch.

School support and divisional support teams are encouraged to access the wide range of support documents available through Manitoba Education at

<http://www.edu.gov.mb.ca/k12/specedu/documents.html>

PREVENTATIVE AND RESPONSIVE PROGRAMS

At each stage of the Continuum of Services, it is possible to access existing programs, assessment, or training to assist students and their overall wellness. There are a broad range of services and programs available to students initiated by individual schools.

These programs may:



- Address specific learning needs of an individual or small group of students;
- Provide professional training for school staff;
- Provide resources and materials to achieve student specific outcomes on the SSP;
- Expand learning beyond the classroom; or,
- Promote positive school wide climate and enhance inclusive school cultures.

Examples of these school based preventative and responsive programs are: Second Step®, Kids in the Know®, DARE, SWAT, Roots of Empathy, Strong Beginnings, and alternative and Flex programs. Examples of preventative and responsive training programs provided to school staff are: Adverse Childhood Experiences, Critical Incident and Trauma Response, Non Violent Crisis Intervention (NVCi), URIS healthcare training, Working Effectively with Violent and Aggressive Stages (WEVAS), Low Arousal Training, Applied Suicide Intervention Skills Training (ASIST), and SafeTALK.

THE COMMUNITY SUPPORT TEAM

Some students and their families may require additional supports outside of the school system and from the larger service community. The divisional support team may determine that supports from external community agencies are needed to assist the family. In some situations, those community supports have already been accessed prior to a student entering school, e.g. Children’s disAbility Services. Community supports include a broad range of social services, health care services, and youth justice services. The school social workers may assist students and their families in accessing and facilitating the referral process to these community agencies.

Community or government based organizations support students and their families, specific to their mandate and service provision principles. These agencies often collaborate with the school in areas of mutual interest to assist the student. In cases of complex educational, health or social needs, multisystem programming or hi fidelity wraparound services approach (WRAP) is implemented to promote the overall safety and well-being of children and adolescents. These community supports include child welfare and protection agencies, public and mental health services, employment and income assistance, community living disability services, and youth criminal justice and probation services.